DOCUMENT RESUME

ED 110 570 UD 015 387

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TITLE	Pacesetters 1973 Evaluation: Idaho Emphasis, Title III ESEA.
INSTITUTION	Idaho State Dept. of Education, Boise.
PUB DATE	May 74
NOTE	44p.
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	Auditory Training; Communication Skills; Curriculum Development; *Demonstration Projects; *Educational Improvement; *Educational Innovation; Experimental Programs; Federal Aid; *Federal Programs; Instructional Innovation; Instructional Programs; Language Development; Music Education; Parent Participation; Perceptual Development; Program Effectiveness; *Program Evaluation; Special Programs
IDENTIFIERS	*Elementary Secondary Education Act Title III; ESEA Title III; Idaho

ABSTRACT

Twenty-two exemplary and innovative Projects to Advance Creativity in Education (PACE), funded by Title III of the Elementary and Secondary Act of 1965, which serve the role of demonstrating the feasibility of innovations in a local context, are summarized in this evaluation booklet of Title III ESEA Idaho Projects for the 1970 through 1973 school years. Eighteen operating projects are focused upon, along a general format that includes funding level, target group, major objectives, activities to achieve objectives, needs being met, results (evaluation strategy), and recommmendations. Four phased-out projects are also examined along this framework. Projects listed include programs focusing on communication skills, rural community education, parent-teacher involvement in counseling, curriculum improvement, curriculum change, biblio-guidance, music enrichment, and auditory perceptual language development training. (AM)

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PACESETTERS 1973 EVALUATION

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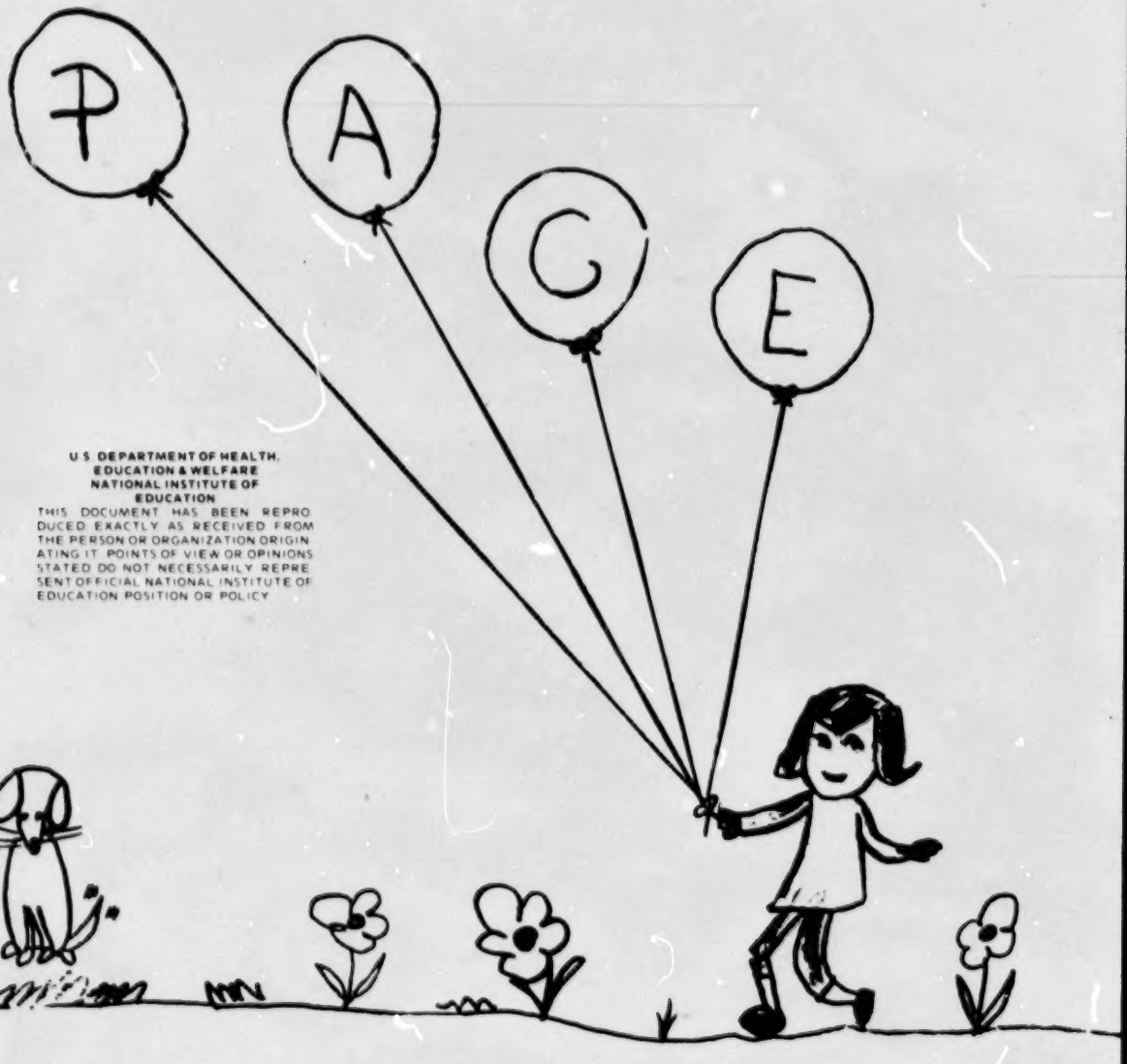
TITLE III ESEA



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D. F. ENGELKING
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

BOISE, IDAHO

2

Projects to Advance Creativity in Education

TITLE III

ELEMENTARY SECONDARY EDUCATION ACT

PACESETTERS

MAY 1974

Compiled by
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Coordinator of Dissemination
State Department of Education

Harold T. Farley
Deputy State Superintendent
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PREFACE

The role, in the improvement of American education, of Title III of the Elementary and Secondary Education Act of 1965, as amended, is that of demonstrating the feasibility of innovations in a local context.

The extreme flexibility of Title III ESEA allows its resources to be focused on virtually any major educational need. In Idaho, Title III has been used as an effective agent to develop strategies for demonstrating exemplary programs and to design innovative approaches that can be replicated by other local educational agencies. The flexibility is evidenced by the wide variety of concepts and procedures presented in this publication.

There continues to be a great time lag for acceptance of innovations in education by many educators. Diffusion of educational practices will not take place without a concentrated effort. Someone must take the initiative for identifying, validating and bringing proven ideas to the attention of educators.

This publication was prepared to bring to your attention some of the promising educational practices which have been developed under Title III ESEA in Idaho. The State Department of Education and the Directors of the projects covered in this document invite your inquiries concerning any of the concepts or procedures outlined herein. In addition, an invitation is extended to you to visit any of these projects at any time.

Helen H. Werner

Helen H. Werner
Program Administrator
State Department of Education

INTRODUCTION

Title III of the Elementary and Secondary Education Act of 1965 provides funds to local school systems for exemplary and innovative Projects to Advance Creativity in Education (PACE). As of July 1, 1973, there were 18 projects operating in Idaho. Twenty-two projects previously funded under the Act have completed their activities.

This booklet offers a brief summary of twenty-three projects.

Title III, ESEA was designed to serve three basic functions: (1) to stimulate and aid in the establishment and development of exemplary elementary and secondary programs that they might serve as models for regular school programs; (2) to upgrade the quality of educational service already being offered by local educational agencies; (3) and to improve educational opportunity by assisting communities to provide services not now available to children residing in the area.

The core of Title III is translation of the latest knowledge about teaching and learning into widespread educational practice and the creation of awarness of new programs and services of high quality that could be encouraged for adoption or adaption into school programs.

A fourteen member Advisory Council advises the State Educational Agency staff on policy matters arising in the administration of the State Plan and the development of criteria for approval of applications under the State Plan.

EVALUATION

This evaluation booklet of Title III, ESEA incorporates self and outside team evaluation of twenty-three projects for the 1970-71-72-73 school years.

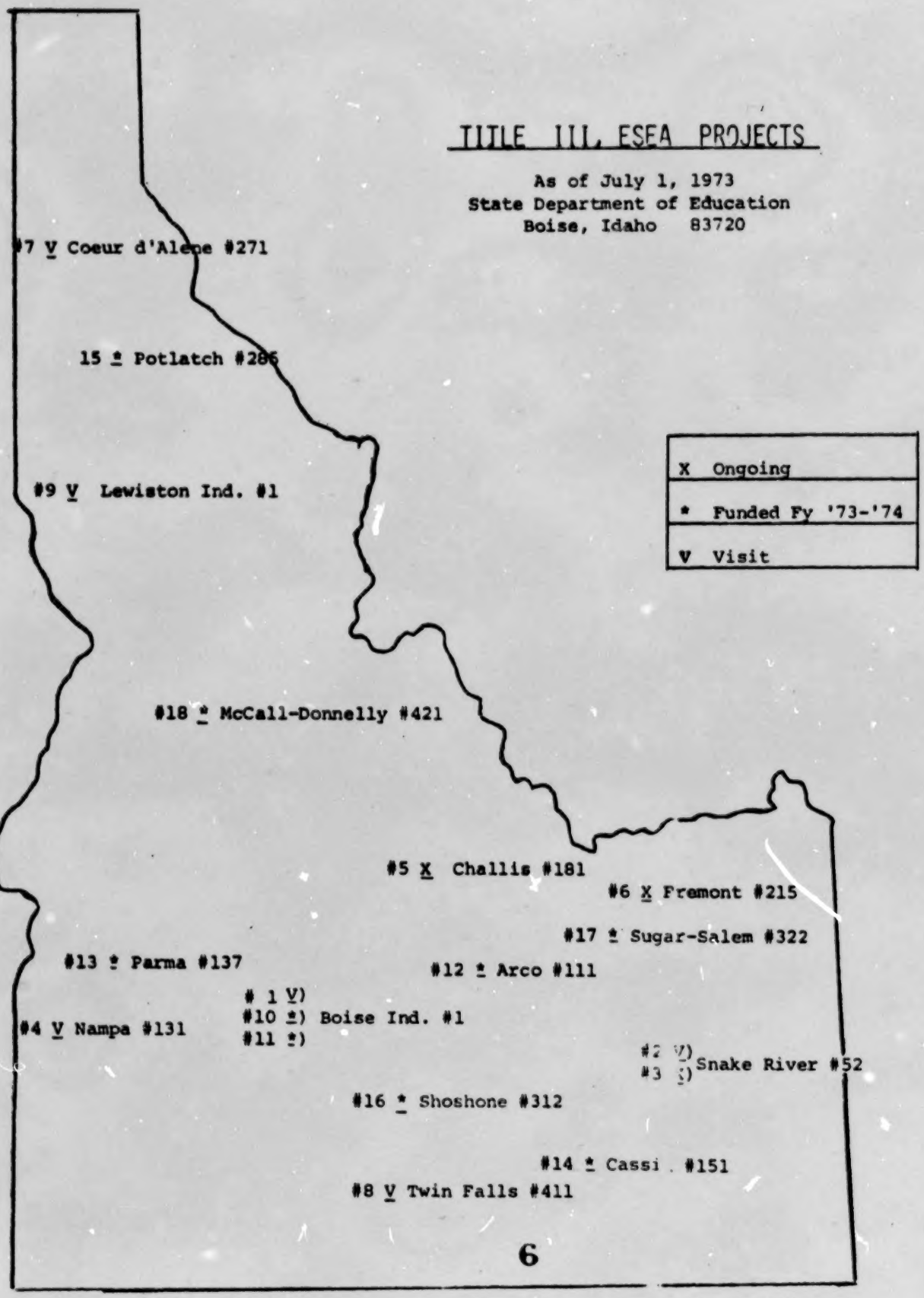
It is recognized that objectives are general in nature and that in the future evaluations will be based on objectives stated in the project proposal. All objectives of a project may not be stated; however, the most important ones are listed. The general format of each project reflects the following:

1. Funding Level
2. Target Group
3. Major Objectives
4. Activities to Achieve Objectives
5. Need Being Met
6. Results (Evaluation Strategy)
7. Recommendations

Information in more detail may be obtained by writing to a specific project or the the State Department of Education, Title III ESEA, Len. B. Jordan Office Building, Boise, Idaho, 83720.

TITLE III, ESEA PROJECTS

As of July 1, 1973
State Department of Education
Boise, Idaho 83720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#9 V Lewiston Ind. #1
#18 * McCall-Donnelly #421
#5 X Challis #181
#6 X Fremont #215
#17 * Sugar-Salem #322
#13 * Parma #137
#12 * Arco #111
1 V)
#10 *) Boise Ind. #1
#11 *)
#4 V Nampa #131
#2 V)
#3 V) Snake River #52
#16 * Shoshone #312
#14 * Cassi . #151
#8 V Twin Falls #411

X	Ongoing
*	Funded Fy '73-'74
V	Visit

PROJECT INFORMATION - OVER

TABLE OF CONTENTS

PROJECT ABSTRACTS — Page

Communication Skills Rural Students, Arco District #111 1
Boise Communication Skills Improvement Model, Boise District #1 2
Primary Development Program, Boise District #1. 3
Exemplary Rural Community Education Program, Parma District #137. 4
Parent-Teacher Involvement in Counseling, Cassia District #151. 5
Polaris Project, Guiding Program in Career Awarness, Potlatch Dist. #285. 6
Interdisciplinary Enrichment Curriculum, Shoshone District #312. 7
Career Development Program, Sugar-Salem District #322. 9
Teaching Outdoor Recreational Sports, McCall District #421 10
Auditory Perceptual Language Development Training, Boise District #1 11
Curriculum Change-Nongraded Individualization, Snake River District #52. 13
Curriculum Improvement by Internal Accountability, Snake River Dist. #52. 15
Communication Skills Improvement Center, Nampa District #131 17
Biblioguidance, Challis District #181. 19
Preschool Identification & Training of Educationally Handicapped, Dist. #215. . 20
Educational Service Center for Reading, Coeur d'Alene District #271. 22
Self-Concept Through Physical Education, Twin Falls District #411 23
Communication Skills Through Authorship, Lewiston District #1. 25

PHASED OUT PROJECTS

North Idaho Music Enrichment Project, Moscow District #281. 27
Pocatello Community Educational Growth Center, Pocatello Dist. #25. 28
Educational Circumferential Information Center, St. Dept. of Education. 30
Snake River Center, Idaho Falls District #91. 32

ADMINISTRATION

State Board of Education 34
State Department of Education Title III ESEA Staff Members 34
Advisory Council 35

COMMUNICATION SKILLS DEVELOPMENT RURAL STUDENTS

Project #22-73-17-0 '73 Funding Level: $15,000

1. TARGET POPULATION
First grade students at Arco Elementary School.

2. NEEDS BEING MET
Program will identify children with discrimination problems and give in-service to staff for assessing the needs of students.
Parents will be informed and also involved in assisting the students to overcome identified needs.
Present assessment shows a need for improving the area of reading and the program will implement activities to raise the reading level of students.

3. MAJOR OBJECTIVES
Each child will respond orally to test items given orally on a one-to-one basis. (30-50% gain on scores expected from pre testing.)
Children will respond in writing to an orally administered test of graphic symbols and their phonemic values. (30-50% gain expected.)
Students will be able to read their manuscripts after they have been typed from an earlier tape recording. Communication skills will show significant gain.

4. ACTIVITIES TO ACHIEVE OBJECTIVES
Communication and reading skills testing.
Published materials will be used. They will include Audio Discrimination in Depth (ADD).
Get Ready To Read (consonant-sound).
.Using Spoken Context.
.Distinguishing Letter Forms.
.Listening For Beginning Sounds In Words.
.Making Letter Sound Associations.
.Using Spoken Context And The First Letter Of A Printed Word.
.Using Spoken Context And Letter Sound Associations.
.Matching End Sounds And Letter Forms.
.Listening And Learning Provides Practice In Listening.
Listen And Do (Consonant and vowels.) (Assess independent reading.)
Nonsense Word Spelling.
Key Words.
Listening to tapes
Recording own stories.

5. EVALUATION STRATEGY
Pre and post testing of students in the program.
On-site evaluation
Subjective observation.

* * *

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William Mashburn, Superintendent

8

Planning	Developmental	Field Test	Dissemination	Phased Out
X	X			

BOISE COMMUNICATION SKILLS IMPROVEMENT MODEL

Project #22-73-3-0 '73 Funding Level: $40,000

1. TARGET POPULATION
   Students in model cities schools grades 1-12.

2. NEEDS BEING MET
   Developing visual and verbal language abilities.
   Relating written material to child's visual world.
   Enhancing speaking, writing, listening, and organizing abilities.
   Enhancing student self-concept.
   Developing creative expression.
   Changing teacher attitudes toward students' innate abilities.

3. MAJOR OBJECTIVES
   To produce student-made media presentations.
   To enhance visual communication capabilities.
   To improve student desire to communicate ideas in verbal and visual modes.
   To achieve total integration of language arts skills of reading, writing, speaking, listening, and seeing.
   To explore the potential of visual literacy in the language arts curriculum.

4. ACTIVITIES TO ACHIEVE OBJECTIVES
   Student-made media presentations.
   Sharing of productions with parents and other students.
   Communicating ideas, thoughts, feelings, attitudes through a visual-verbal medium.
   Development of curriculum guide of successful visual literacy activities.

5. EVALUATION STRATEGY
   On-site evaluation team.
   Student, teacher, parent, and principal surveys.
   Increased desire to communicate and share ideas.
   Administration of communication ability instruments and student attitude surveys.

* * *

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Mr. Lloyd Eason, Superintendent

Planning	Developmental	Field Test	Dissemination	Phased Out
	X	X		

9

PRIMARY DEVELOPMENT PROGRAM

Project #22-73-2-0 '73 Funding Level: $24,000

1. TARGET POPULATION

Students of McKinley Elementary School, Boise Independent School District, grades 1, 2 and 3.

2. NEEDS BEING MET

Implement the methods found to be effective in the Auditory Perceptual and Language Development Training Program (Title III, 89-10, 70-13) of the Boise schools into the classroom situation.

Meet the needs of those children who are or may manifest learning problems in the classroom even though they have normal intelligence, normal visual acuity, and normal hearing acuity, but are low achievers, or are not developmentally ready to begin academic training.

Improve teaching proficiency on the part of teachers working with this type of student.

3. MAJOR OBJECTIVES

Implement a specialized identification, diagnostic, and training program to correct specific problems in learning ability.

Improve the competencies of primary classroom teachers in working with children with these types of learning problems.

4. ACTIVITIES TO ACHIEVE OBJECTIVES

Testing: Metropolitan Readiness; Draw-a-Man; Language, (Receptive & Expressive); Wepman Auditory; Hearing Acuity; Perceptual Motor: Snellen; Telebinocular (Convergence), Speech.

Identify and select "high risk" children to be placed in developmental first, second and third grade program (15 per level).

Organize and conduct remediation classes for those selected or having specific learning problems.

Conduct workshops and training demonstrations to instruct and train primary classroom teachers in remediation procedures.

5. EVALUATION STRATEGY

Pre and post testing.

Internal evaluation.

Video play back.

Teacher judgment based on check list and attitude scales.

* * *

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Mr. Lloyd Eason, Superintendent

Planning	Developmental	Field Test	Dissemination	Phased Out
	X			

EXEMPLARY RURAL COMMUNITY EDUCATION PROGRAM

Project #22-73-6-0 '73 Funding Level: $20,773

1. TARGET POPULATION
   K-99

2. NEEDS BEING MET
   To provide an educational program to meet the needs of all patrons, not only with academic classes, but with vocational, recreational and enrichment classes for all ages.

3. MAJOR OBJECTIVES
   Involvement of community members in the educational program as active participants in the planning process, as learners, as teachers, and as advisors for established programs.
   Development of additional educational programs through evening and summer classes to meet the need, as determined by community survey, of the members of the community.
   More effective utilization of facilities of both school and community.
   Communication lines between home and school should be improved.
   Improvement of the self-concept of youth and a lessening of the generation gap. Both students and adults will serve on the planning and advisory council.

4. ACTIVITIES TO ACHIEVE OBJECTIVES
   An advisory council will be established.
   Survey of the community by questionnaire.
   Recruitment of teachers.
   Development of curriculum; mini courses, enrichment, basic education, and vocational.
   Cooperation with city and county agencies.
   Utilization of buildings.
   Publish a school newsletter for informing the public.
   Improve communication between different groups.

5. EVALUATION STRATEGY
   On site evaluation teams.
   Student evaluation - questionnaire.
   Teacher evaluation - questionnaire.
   Council evaluation - through regular meetings, by oral reports and discussion and by letters of testimony.

* * *

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Dr. Teddy Moore, Superintendent

11

Planning	Developmental	Field Test	Dissemination	Phased Out
	X			

PARENT-TEACHER INVOLVEMENT IN COUNSELING

Project #22-73-14-0 '73 Funding Level: $18,500

1. TARGET POPULATION

Students K-12 at Raft River Elementary and High Schools through teachers, parents, and the counselor.

2. NEEDS BEING MET

Without being aware of their actions or the effects of their actions, parents, teachers, administrators and students say and do things each day that communicate the idea and feeling that others are not held to be worthwhile or valuable. This is particularly apparent in the traditional superior-inferior relationship between teachers and students. Through the implementation of a specific program to bring parents more directly into the educational enterprise (including counseling), attitudes towards others will change and the mental health atmosphere of the school will improve. Students will come to see themselves more positively and feel more confident in taking responsible independent action.

3. MAJOR OBJECTIVES

Help teachers to view students as unique individuals of great worth, and to treat them with dignity and respect.

Help parents of children experiencing difficulty to find more productive means of dealing with the children and with their own problems. Basically to alter their attitudes in the same direction as the teachers.

4. ACTIVITIES TO ACHIEVE OBJECTIVES

Workshop in humanizing education by including affective material in lesson plans.

Workshop in self-esteem training to help teachers to improve their self-esteem and encourage their students to do the same.

Workshop to encourage teachers to involve parents more and to use the resource of their local counselor.

Parent counseling and education both individually and in groups.

Student counseling for difficult problems.

5. EVALUATION STRATEGY

Sociomentric evaluation of classroom constellations.

Self-concept inventory from students.

Individual self-reports from parents and teachers.

External evaluation.

* * *

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Harold Blauer, Superintendent

12

Planning	Developmental	Field Test	Dissemination	Phased Out
	X			

POLARIS PROJECT - A GUIDING PROGRAM IN CAREER AWARENESS

Project #22-73-13-0 '73 Funding Level: $42,000

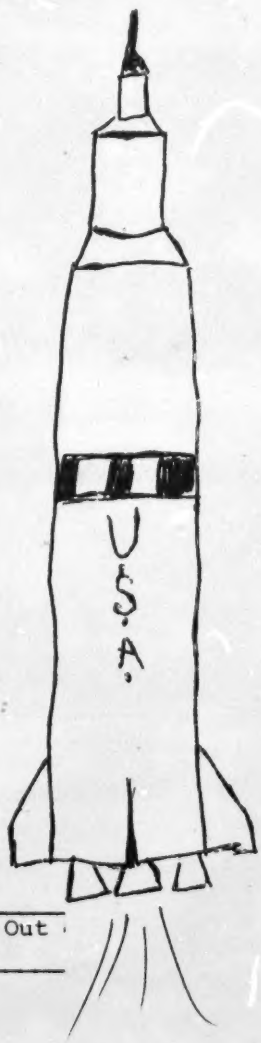
1. TARGET POPULATION
   Junior and Senior Class.

2. NEEDS BEING MET
   To meet the identified needs of students in rural schools unable to receive adequate exposure, information, and counseling to make good career choices and post high school plans. Improvement of language art skills, personal self-image and attitude toward work.

3. MAJOR OBJECTIVES
   To improve the students' self-image.
   To increase the students' awareness of careers.
   To provide an effective guidance program.
   To improve the students' communication skills.
   To increase the students' environment awareness and ability to cope with other types of environments.
   To improve the students' job success skills.
   To involve the community in providing career awareness experiences.
   To be an exemplary project in career awareness for Idaho schools.

4. ACTIVITIES TO ACHIEVE OBJECTIVES
   Construct a career information library.
   Self-assessment and self-development activities.
   Many opportunities to develop communication skills.
   Provide individual and group guidance sessions.
   Provide work experience.
   Provide study and practice of job success skills.
   Do "hands-on" and "be-there" activities.
   Community involvement.
   Monthly newsletter.

5. EVALUATION STRATEGY
   Pre and post testing of students.
   Surveys.
   Questionnaires.
   Student and parent evaluations.
   On-site evaluation team.
   Staff logs and evaluations.
   Internal evaluation.



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Dr. Melvin Hirschi, Superintendent

13

Planning	Developmental	Field Test	Dissemination	Phased Out
	X			

INTERDISCIPLINARY ENRICHMENT CURRICULUM

Project #22-73-10-0

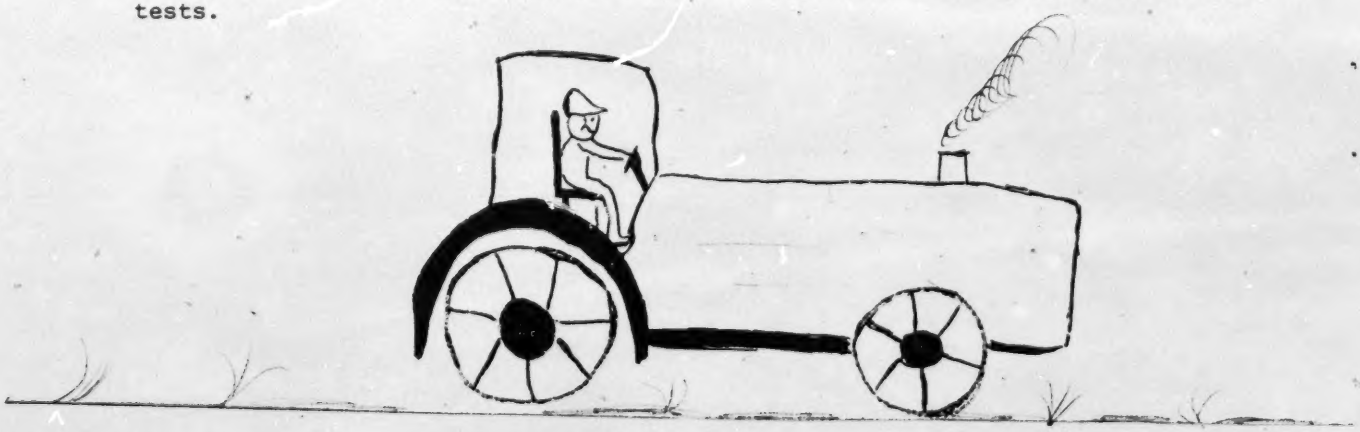
'73 Funding Level: $31,601
15,000
5,000

1. TARGET POPULATION
   Grades 1-6 at Lincoln Elementary School

2. NEEDS BEING MET
   Based upon sound educational principles and administrative practices, it is predicted that the program will offer to children experiences comparable to the finest anywhere in Magic Valley. Throughout the program emphasis will be placed upon the development of exceptional talents of all students, increasing their knowledge and skills at their level of ability, and developing creative abilities, as well as a positive set of attitudes and values that will open avenues for fostering a love and desire for continued lifetime learning.

3. MAJOR OBJECTIVES
   To create a flexible education program with methods and materials appropriate to each child.
   To maximize educational opportunities for children to increase their knowledge and skills at their level of ability through materials appropriate to each individual.
   To provide viable learning patterns to develop creative skills and special interest of all students.
   To give the students opportunities and incentives to develop a positive set of attitudes and values.

4. ACTIVITIES TO ACHIEVE OBJECTIVES
   Community personnel resources and the special talents of the school staff will provide the children with a broad range of activities in the Friday afternoon bloc.
   Teacher extension activities will integrate interest areas in the bloc into classroom learning.
   An environmental study area will help students understand their role in the environment.
   The media center, with a variety of learning materials and a media specialist, will provide each student with a variety of learning experiences.
   The floating reading coordinator will use existing and new materials to integrate individual student interest area activities into the classroom programs to develop reading skills.
   Performance testing: Iowa Basic Skills, Metropolitan, Lorge-Thorndike, Attitudinal Survey, Teacher Log, and Self-Made Environmental Awarness Survey and Creativity tests.



INTERDISCIPLINARY ENRICHMENT CURRICULUM
(Continued)

5. EVALUATION STRATEGY
Pre and post testing of children.
Analyzation of testing.
Staff feedback through teacher log and weekly meetings.
Student feedback with surveys and conferences.
Resource personnel feedback.
State Department of Education evaluation.

* * *

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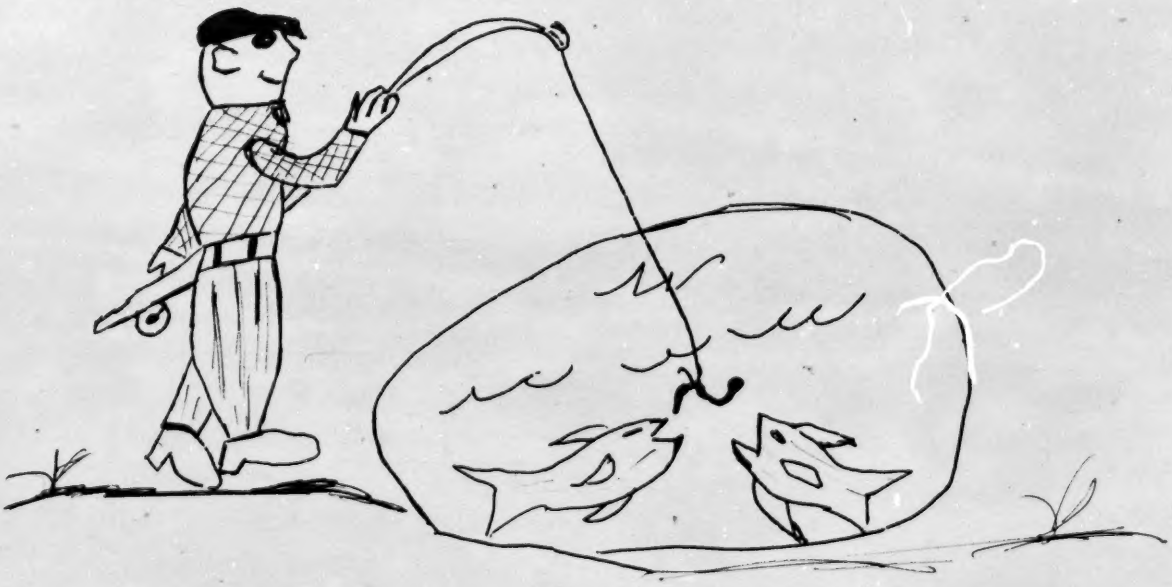
Planning	Developmental	Field Test	Dissemination	Phased Out
	X			



CAREER DEVELOPMENT PROGRAM

Project #22-73-9-0 '73 Funding Level: $35,000

1. TARGET POPULATION
   The activities of the project will be directed at the following groups: ninth grade students, parents, counselors and other faculty members.

2. NEEDS BEING MET
   This program is designed to meet the need for facilities, funding and personnel necessary to conduct an effective career development program.

3. MAJOR OBJECTIVES
   To provide a structured career development program for ninth grade students.
   To provide counselor and faculty inservice training in career development techniques.
   To involve parents in helping students make realistic career related decisions.

4. ACTIVITIES TO ACHIEVE OBJECTIVES
   Mobile career guidance center.
   Creating "Your Future Career Motivation Program".
   Group and individualized work.
   Counseling with students, parents and teachers.
   Interest and aptitude testing and evaluation.
   College credit class, "Career Guidance In The Classroom", offered to counselors and other faculty members.
   Career exploration using a variety of up to date techniques and materials.
   Teaching students successful methods of career exploration.

5. EVALUATION STRATEGY
   Pre and post testing of career related attitudes, self-concept, and knowledge of aptitudes and interests.
   Evaluation forms to be completed by parents and faculty.
   Outside team on-site evaluation.
   Letters of testimony.
   Completion of instructional objectives by those completing college credit class.

* * *

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Dr. Thomas Kershaw, Superintendent

Planning	Developmental	Field Test	Dissemination	Phased Out
	X			

TEACHING OUT DOOR RECREATIONAL SPORTS

Project #22-73-8-0 '73 Funding Level: $4,950

1. TARGET POPULATION
   Fifth grade students at McCall-Donnelly and New Meadows schools.

2. NEEDS BEING MET
   This project is designed to meet the needs of students living in snow belt towns in Idaho for lifetime winter recreational sports and basic winter survival skills. Accompanying this is the need of teachers for an easy to use teaching method and the materials to present these skills.

3. MAJOR OBJECTIVES
   Develop usable teaching methods to enable a grade school teacher to teach cross-country skiing and basic winter survival skills.
   Produce a video tape demonstration film, written teaching guides and aids.
   Try the program out in a trial demonstration with the students in a neighboring community using regular classroom teachers.

4. ACTIVITIES TO ACHIEVE OBJECTIVES
   Teach cross-country skiing to a group of 30 fifth graders at McCall in ten one hour sessions.
   Teach basic survival skills in the classroom and practice them in the field.
   Produce a video tape demonstration film of both cross country skiing and survival skills that will show the basic methods used in instruction of the skills.
   Develop a teaching guide that will enable a relatively untrained person to teach the program.
   Try the entire package using the New Meadows fifth grade.

5. EVALUATION STRATEGY
   Pre and post test of student skills.
   Outside team, on-site evaluation, including experts in cross country and survival.
   Classroom teacher evaluations; both McCall classroom teachers who will help with the basic program and the trial demonstration teachers from New Meadows would provide the broadest evaluation. Mainly, does the program work?

* * *

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Serve Wilson, Superintendent

Planning	Development	Field Test	Dissemination	Phased Out
	X			

AUDITORY PERCEPTUAL LANGUAGE DEVELOPMENT TRAINING PROGRAM

Project #70-13

'71 Funding Level: $83,610
'72 Funding Level: $74,840

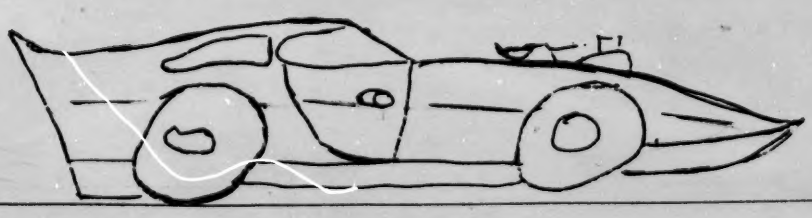
1. TARGET POPULATION
   Grades 1-4 Elementary

2. NEEDS BEING MET
   This program will be directed at children with a generalized deficit in auditory learning, having normal hearing acuity but who do not always interpret what they hear. They manifest their auditory imperception in many ways, i.e., poor discrimination of speech sounds, short auditory memory span, or problems of inattention, any of which may constitute a learning disability. Through the use of trained hearing and speech clinicians, the project will try to improve listening skills of children with auditory discrimination problems.

3. MAJOR OBJECTIVES
   To study methods in establishing auditory discrimination program in identifying diagnosis and remediation.
   To screen children with normal ability but having poor discrimination of speech sounds, short auditory memory span or problems of inattention, any of which may constitute a learning disability.
   To establish pilot programs in two elementary schools.

4. ACTIVITIES TO ACHIEVE OBJECTIVES
   Selection of four rooms in two schools to operate program and in-service for teachers.
   Use of national consultants.
   Testing to determine students in need of auditory discrimination assistance.
   Implementation of half hour sessions four days a week.

5. EVALUATION STRATEGY
   Pre and post testing using Auditory Perceptual Discrimination instruments.
   Use of control groups for comparative study.
   Outside on-site evaluation team.



AUDITORY PERCEPTUAL LANGUAGE DEVELOPMENT TRAINING PROGRAM
(Continued)

6. EVALUATION FINDINGS

In-service program is well organized and effective with teachers and staff.
Positive self-concept of child being focused on and re-enforced by clinicians and their support personnel.
Program is accepted due to high quality of personnel.
Statistical results indicate that students in the program had significant gains in all areas that assistance was given, in comparison to control students not receiving the service. (Results are on file in SDE office.)
The program has been continued, intact, after phase out, in all schools that participated.
This project is part of the Idaho VISIT program 1972-73 (contact Title III, ESEA) State Department of Education.

* * *

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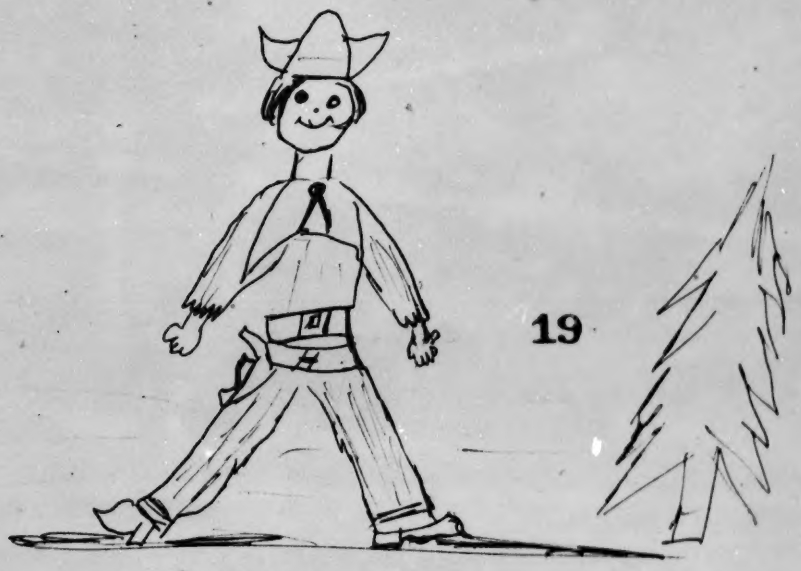
Mr. Lloyd Eason, Superintendent

Planning	Developmental	Field Test	Dissemination	Phased Out
			X	X



19

CURRICULUM CHANGE THROUGH NONGRADED INDIVIDUALIZATION

Project #70-21

'71 Funding Level: $62,256
'72 Funding Level: $54,132

1. TARGET POPULATION
   K-3

2. NEEDS BEING MET
   Pilot program with potential utilization of program for children in an even wider area. Primary level children, five year olds, and educable children who are often housed in special education classes will be direct recipients of the program. Teachers will develop materials during summer and receive in-service.

3. MAJOR OBJECTIVES
   To change curriculum and enable school personnel to develop a program that will meet the needs and capacities of individual children.
   To provide a continuous progress rather than a grade structure.
   To prepare curriculum materials for individualizing student programs.

4. ACTIVITIES TO ACHIEVE OBJECTIVES
   The project proposal covers three basic phases with an innovative dissemination program and follow-up evaluation:
   (1) development and implementation of individualized curriculum and development of materials for implementation,
   (2) organizational change to nongraded team teaching, and
   (3) differentiated staffing with provision for development of a pre-service training program.

5. EVALUATION STRATEGY
   Monthly reporting, use of check list, use of rating scores.
   Pre and post testing children.
   Outside on-site evaluation team.

CURRICULUM CHANGE THROUGH NONGRADED INDIVIDUALIZATION
(Continued)

6. EVALUATION FINDINGS

Grouping students ages 5 through 9 in an integrated program that is individualized and non-graded is a highly innovative procedure.
Special learning students are integrated with regular.
Students help develop own daily learning activity.
Effective buddy system.
Staff well trained.
Students lost grade level identification.
Children learning at own rate.
"A happy school in operation," "Learning is fun".
Packet K-5 (reading) and K-8 (math) have been developed and can be adopted by other school districts.
Role descriptions of differentiated staff have been developed.
Intern training program is utilized.
Learning atmosphere is very positive and discipline problems very low.
Staff has humanistic, empathetic, supportive attitude toward children.
Optimum use of student time with independent study habits beng developed.
Slides and tape narration are excellent.
Monday afternoons used effectively for weekly planning sessions.

7. RECOMMEND

SDE reproduce reading and math packets.

* * *

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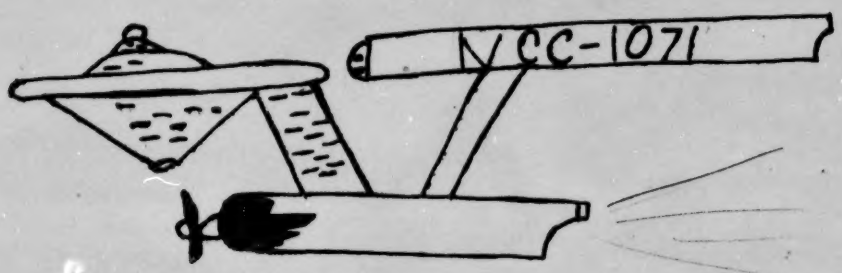
Dr. Darrell K. Loosle, Superintendent

Planning	Developmental	Field Test	Dissemination	Phased Out
			X	X



CURRICULUM IMPROVEMENT BY INTERNAL ACCOUNTABILITY

Project #22-72-19-01 '73 Funding Level: $32,300

1. TARGET POPULATION

Model Target - Students of Language Arts, Mathematics, Social Studies and Special Education.

2. NEEDS BEING MET

Many educators have not felt nor accepted the need to be accountable, and they have not been answerable to the public for educational outcomes of students.

There is a need for an accountability model in Idaho that includes systematic, long range planning, the stating of goals in measurable performance outcomes, effective evaluation techniques and communication to whom accountable.

3. MAJOR OBJECTIVES

To develop a Model Needs Assessment and Systems Analysis program.

To develop a Model Accountability program. This would include:

(1) Reviewing the goals and needs identified in the Needs Assessment Study.
(2) Developing performance objectives in the area of Language Arts, Mathematics, Social Studies and Special Education.
(3) Developing a performance contract.
(4) Developing an evaluation procedure that includes a system of accounting to the public for stated outcomes.
(5) Performance contracting of teachers with the school district.
(6) Evaluation and modification of the accountability model to develop performance objectives for a model differentiated staffing program.

4. ACTIVITIES TO ACHIEVE OBJECTIVES

Conduct a Needs Assessment.

Inservice workshop to develop goals, course objectives, scope and sequence, behavioral objectives, and teacher performance objectives.

Performance contracting.

Dissemination of Accountability Model(s).

CURRICULUM IMPROVEMENT BY INTERNAL ACCOUNTABILITY
(Continued)

5. EVALUATION STRATEGY

Subjective evaluation of the achievement of project objectives which includes:

(1) Needs assessment.
(2) Systems Analysis Program.
(3) Model of Accountability.
   a. Behavioral objectives evaluated by Idaho State University personnel.
   b. District and course level objectives evaluated by district patrons.
   c. Performance objectives evaluated by the performance contracting management team.

On-going external on-site evaluation.
Professional personnel using the EPA approach.
Self-evaluation of components of the project.

6. EVALUATION FINDINGS

Learner needs identified in Needs Assessment have been reviewed and placed in components that can be incorporated into the curriculum.
District philosophy and goals have been developed.
District curriculum areas objectives, course objectives, course sciope and sequence and behavior objectives have been developed in the areas of Language Arts, Mathematics, Social Studies and Special Education.
A model for curriculum improvement by internal accountability has been developed and will be field testing in 1973-74.

* * *

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Dr. Darrell K. Loosle, Superintendent

Planning	Developmental	Field Test	Dissemination	Phased Out
		X		

COMMUNICATION SKILLS IMPROVEMENT CENTER

Project #22-72-27-01 '73 Funding Level: $30,000

1. TARGET POPULATION
   Students of West Junior High School, School District #131

2. NEEDS BEING MET
   Improvement of organization and coordination of the West Junior High reading program.
   Improvement of teaching proficiency in the area of reading.
   Improvement of reading proficiency of students.
   Improvement of student attitude toward reading.
   Procurement of materials and resources to meet individual needs of students.

3. MAJOR OBJECTIVES
   The major goal of this project is to increase proficiency in reading skills of students attending West Junior High School by:
   - .Providing materials to increase skill, interest and attitude toward reading.
   - .Establishing laboratory facilities and providing clinical assistance for students with severe reading difficulties.
   - .Assisting all teachers in becoming implementers of reading.

4. ACTIVITIES TO ACHIEVE OBJECTIVES
   Establishment of a Communication Skills Resource Center containing high interest books, magazines and paperbacks for recreational reading with all students scheduled into the Center receiving individual counseling from the Reading Center Counselor.
   Instruction for all students in "how-to-read" skills related to content areas.
   Laboratory services for the severely reluctant reader with clinical assistance from Northwest Nazarene College reading class students.
   Provision of multimedia, multilevel materials for individualizing in the content areas.
   Inservice education for the staff - minicourses were prepared by language arts teachers during a preschool workshop; inservice sessions for West faculty members taught techniques for assessing readability levels of textbooks; subject area curricular displays and catalog distribution arranged.
   Establishment of a daily period of uninterrupted sustained silent reading with total school participation.

COMMUNICATION SKILLS IMPROVEMENT CENTER
(Continued)

5. EVALUATION STRATEGY

Pre and post testing with standardized materials - Iowa Test of Basic Skills and Nelson Reading Test.
Internal evaluation using faculty responses to Peifer's Guide for Self-Analysis of Reading Programs.
Outside on-site evaluation by selected teams.
Pre and post testing of students' attitudes toward reading, using the Estes Reading Attitude Scale.
Library check-out records.
Student reading records as maintained by the Reading Center Counselor.
Parent Survey devised by Reading Center Staff.

6. EVALUATION FINDINGS

Data yielded during the 1972-73 school year showed the following results:
- Pre and post testing of students selected for clinical assistance showed average changes in reading level as follows; 7th graders increased 11.3 months; 8th graders decreased by .5 months; 9th graders increased by 10.4 months. The projected gain of 10 months was met by two of the grade level groups.
- Internal evaluation by faculty showed nearly identical scores in the pre and post test findings. The instrument used has been found to be clumsy and time consuming. A more appropriate instrument is being sought.

Outside on-site evaluation yielded 7 commendations and 17 recommendations, 15 of which are being implemented fully, 2 in part.
Gains in student attitude toward reading showed an average gain of 31 points. Four of the 20 items showed gains in excess of 50 points.
Library check-out records at West showed an increase form an average of 3 books per pupil per month in 1971-72 to an average of 16 books per pupil per month in 1973-74. This surpassed the goal of 10 books per pupil per month by 60%.
Students reading records were initiated by the Reading Center Counselor during the past year. Comparative data will be available in the spring of 1974.
A survey of parents taken in April 1973 showed positive reactions to Reading Center activities in all 153 questionnaires returned of approximately 450 distributed.

* * *

Mrs. Erva J. Verner, Project Director
West Junior High School
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Phone: 467-2118
Rex Engelking, Superintendent

Planning	Developmental	Field Test	Dissemination	Phased Out
		X		

BIBLIOGUIDANCE

Project #22-72-3-01

'73 Funding Level: $27,055

1. TARGET POPULATION

Isolated, rural, secondary students, grades 7-12.

2. NEEDS BEING MET

This program is directed to the adolescents living in the remote, rural communities who have developmental and environmental nature which may affect both their social and academic behavior.

Students find little relevance between the excitement and challenges of every day life and books, consequently they are not motivated to read and reading deficiencies result. This individually tailored reading program offers a means by which students can be stimulated to read.

Biblioguidance defined - "Finding the right books for the right people at the right time."

3. MAJOR OBJECTIVES

To guide students through books toward personal growth and adjustment, information, and pleasure.

To translate identified student needs into a program involving counseling and reading guidance personnel using print and non-print materials.

4. ACTIVITIES TO ACHIEVE OBJECTIVES

Cataloging books.
Interviewing students.
Assisting in selection of materials for reading.
Stimulate his reading.
Discuss his reading.
NOTE: Be aware constantly to raise the student's level of reading.

5. EVALUATION STRATEGY

Pre and post testing on achievement, and social adjustment - experimental control groups.

Teacher observations.

Increase in number and types of publications which students read.

6. EVALUATION FINDINGS

Evaluative data concerning student achievement will not be available until June 1974.

On the basis of teacher observations and media center records, secondary students are reading an increased number of publications.

Data pertaining to the relationships between social adjustment will not be available until June 1974.

* * *

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R. D. Palmer, Superintendent

26

Planning	Developmental	Field Test	Dissemination	Phased Out
		X		

PRESCHOOL IDENTIFICATION AND TRAINING OF THE EDUCATIONALLY HANDICAPPED

Project #22-72-2-01 '73 Funding Level $34,000

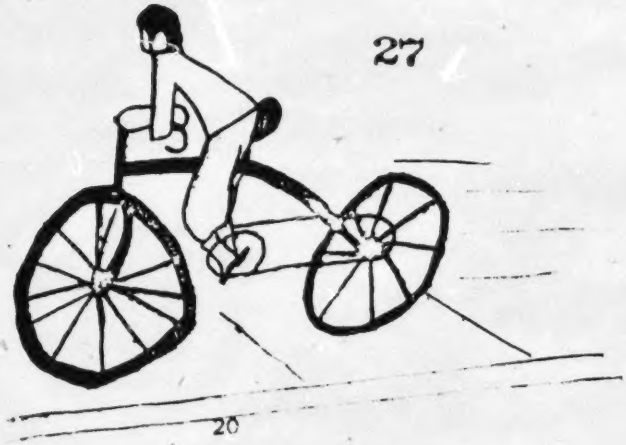
1. TARGET POPULATION
   The children of preschool age in Fremont, Teton, and Sugar-Salem school districts primary elementary teachers and teacher's aids and parents of the preschoolers

2. NEEDS BEING MET
   This project is designed to facilitate the identification and enhancement of pre-first grade capabilities. The focus will be on developing education program for teachers, parents, and students which will enable them to more successfully cope with their problems.

3. MAJOR OBJECTIVES
   To conduct a comprehensive preschool screening.
   To provide inservice training for the primary grade teachers designed to help them identify and develop educational programs for the learning disabled student.
   To provide workshops for parents designed to help them understand learning techniques which will enable them to assume a more supportive role in their child's education.
   To provide a comprehensive summer program designed to help those students identified in the preschool screening as needing the additional services.

4. ACTIVITIES TO ACHIEVE OBJECTIVES
   Conduct a preschool screening.
   Organize inservice training modules for primary elementary teachers.
   Design workshops to help parents create a working relationship with their child.
   Provide a summer program to strengthen weaknesses identified in preschool screening.

5. EVALUATION STRATEGY
   Pre and post evaluation of students in summer program.
   Pre and post evaluation of teachers in inservice training.
   Outside on-site team visit and evaluation.
   Questionnaires.
   Percentage of students, parents, administrators, and board members involved.



PRESCHOOL IDENTIFICATION AND TRAINING OF THE EDUCATIONALLY HANDICAPPED
(Continued)

6. EVALUATION FINDINGS

227 students identified with potential problems.
133 students enrolled in summer program.
100% of the parents visited summer program on one or more occasions.
84% of the administrators and board members visited summer program.
The pre and post test differences of students involved in the summer program indicates that a significant change was accomplished.
The pre and post test differences for teachers involved in in-service training indicates significant changes occurred.
96% participation in preschool screening.
95% of the teachers involved in in-service training.

7. RECOMMEND

Continued funding.
Increased dissemination.
Continued refinement of Activities and Objectives.

* * *

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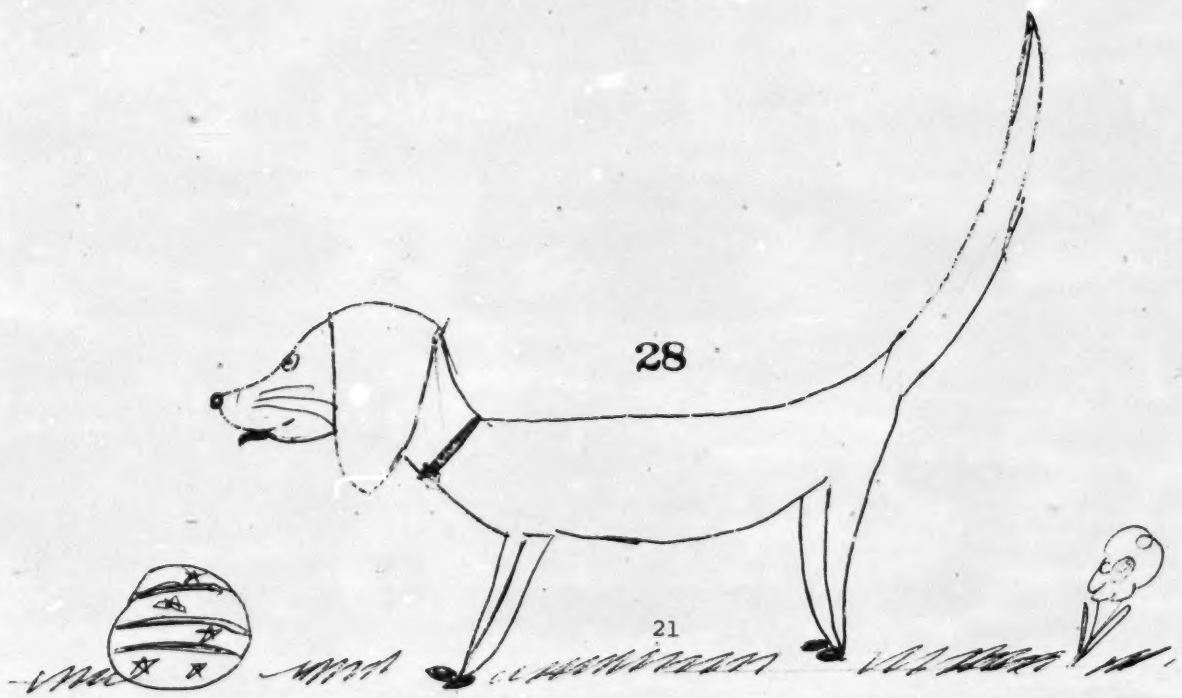
M. Duane Handy, Superintendent

Planning	Developmental	Field Test	Dissemination	Phased Out
		X		



EDUCATIONAL SERVICE CENTER FOR READING

Project #22-72-10-01 '74 Funding Level: 45,000

1. TARGET POPULATION
   Approximately 200 students in grades 3 and 4 who are reading 1 1/2 years below grade placement, plus consultitive services and curriculum library for teachers.

2. NEEDS BEING MET
   The Educational Service Center for Reading was funded to meet the critical need for improved reading achievement in cooperating districts.

3. MAJOR OBJECTIVES
   To provide in-service training for teachers.
   To provide a reading diagnostic clinic.
   To provide an individualized, skill-oriented, instructional program.
   To provide service for the development and continual monitoring of behavior objectives.
   To provide weekly feed back of progress.

4. ACTIVITIES TO ACHIEVE OBJECTIVES
   Consultant visitations and demonstrations.
   Printed hand-outs, tapes, slides, and film-strips.
   Paperbacks, reading kits, commercial materials loaned to schools.
   Reading Centers in classrooms.
   Production of curriculum materials.
   Tutorial services.
   Professional library.

5. EVALUATION STRATEGY
   Pre and post testing in reading achievement.
   Surveys.
   Questionnaires.
   Letters of testimony.
   Outside team on-site evaluation.

6. RECOMMEND
   Continued funding.
   Refinement and implementation of problematic objectives.

* * *

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29

Planning	Developmental	Field Test	Dissemination	Phased Out
		X		

SELF-CONCEPT IMPROVEMENT THROUGH PHYSICAL EDUCATION

Project #22-72-15-01 '74 Funding Level: $24,000

1. TARGET POPULATION
   All 7th grade students at Vera C. O'Leary Junior High School, with control group at Robert Stuart Junior High School.

2. NEEDS BEING MET
   The project is designed to meet the needs of physically disadvantaged. Student with low physical fitness indices have a difficult time including themselves into activities and programs within the school and community. Observation of this type student at school indicates he has an extremely poor image of himself as he fails to activate himself in class and avoids school and community activities. He doesn't want to experience a poor performance or failure. He is successful in the sense that he doesn't make many mistakes due to the fact he fails to participate.

3. MAJOR OBJECTIVES
   Physical Performance Testing.
   - .Administer Oregon Motor Fitness Test and Volleyball Wall Volley to 6th grade to establish baseline data for class placement in the 6th grade.
   - .Administer Oregon Motor Fitness Test and Volleyball Wall Volley, Grip Strength and Balke Run-Walk to determine physical data levels and to make norms for future use in determining students progress.

   Each student will develop an evaluative profile of himself by taking a battery of tests which will furnish the student with information about himself.
   To provide an opportunity for self motivation through successful performances.
   Evaluation.
   - .Student will participate in evaluating himself with the project teachers and the assistance of School District Psychologist when needed.
   - .The program evaluation will be conducted by the program staff.

4. ACTIVITIES TO ACHIEVE OBJECTIVES
   General motor ability test for all 6th graders for class placement.
   General motor ability test to project students and control group for data purposes.
   Balke Run-Walk Test and Grip Strength administered for data purposes.
   Osgood's Semantic Differential Test administered for self-concept portrait.
   Posture photographs taken for general appearance and posture characteristics.
   Skin fold test administered for amount of body fat.
   Individualized instruction for students whose skills are underdeveloped.
   Use of video tape as a method of learning and seeing what "you are really like."
   Cognitive approach to skill development for those having particular difficulty.
   Students view themselves on TV while performing a skill - instant reinforcement.

5. EVALUATION STRATEGY
   Pre and post testing.
   - .Oregon Motor Fitness-Volleyball Wall Volley.
   - .Balke Run-Walk.
   - .Grip Strength.
   - .Skinfold.
   - .Oregon Semantic Differential.

   Compare project students with control group on pre and post tests.
   Parental questionnaires.
   Letter of testimony.
   Outside team on-site evaluation.
   Student feedback.

SELF-CONCEPT IMPROVEMENT THROUGH PHYSICAL EDUCATION
(Continued)

6. EVALUATION FINDINGS

The second year of research, operation, and evaluation will provide more adequate data in order to determine the effectiveness of the project in actually changing and improving the self-concept of students.

7. RECOMMEND

Continuation.
Full funding.
The evaluation committee recommends that the avenues of communication between administration, staff and faculty be immediately improved.
The evaluation committee recommends that a new in-service program be designed through the involvement of all persons concerned in this project.
The evaluation committee recommends that the dissemination program be improved.
Improve communication and understanding of the project with outside PE personnel and other teachers.

* * *

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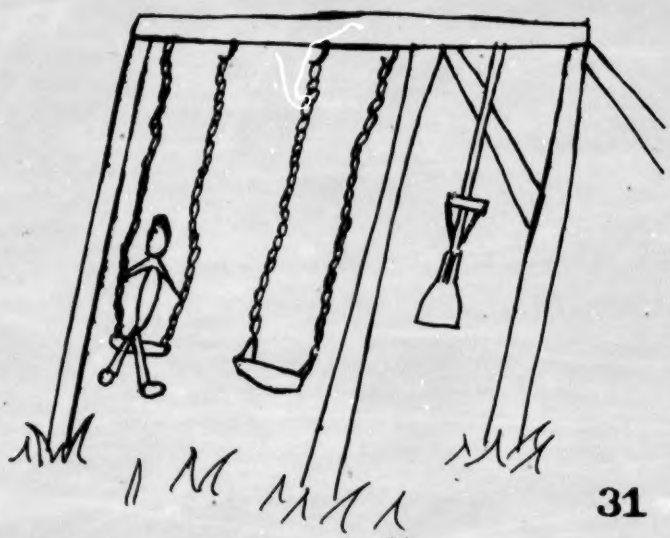
George R. Staudaher, Superintendent

Planning	Developmental	Field Test	Dissemination	Phased Out
		X		



COMMUNICATION SKILLS THROUGH AUTHORSHIP

Comm. 15%

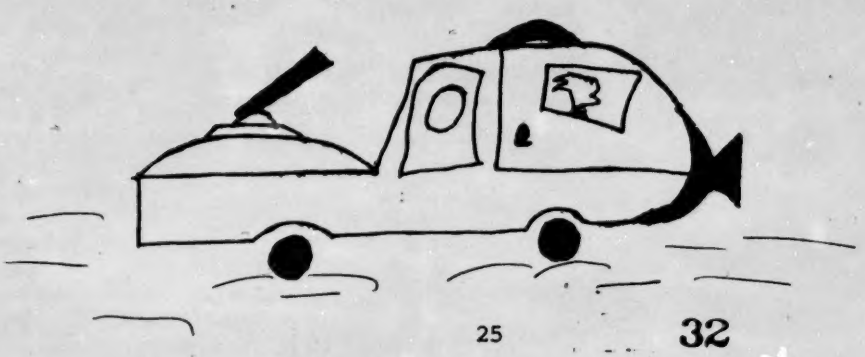
'74 Funding Level: $96,622

1. TARGET POPULATION
   Grades 1-2 and primary, intermediate, and junior high special education classes.

2. NEEDS BEING MET
   Reading of self-authored material.
   Oral language development.
   Enhancing teacher-pupil relationships.
   Enhancing student self-image.
   Building life-long favorable attitude toward reading.
   Fostering creativity.
   Changing teacher attitude toward reading and language arts instruction.

2. MAJOR OBJECTIVES
   To improve reading achievement.
   To improve student desire to read.
   To foster the teaming of a basal approach and a viable complementary reading program.
   To improve the total orchestration of the language arts activities of thinking, speaking, listening, and reading.

3. ACTIVITIES TO ACHIEVE OBJECTIVES
   Student dictation to cassette recorders placed in simply constructed, private recording environments.
   Sharing of dictated stories (teacher and child or child with a peer) which were typed by project typists.
   Phonetic analysis of some stories.
   Daily journal or diary.
   Key vocabulary.
   Sustained silent reading (SSR).
   Story dramatization.
   Cross age sharing of stories (fifth grade student listening to a first grader's story).
   Inspiration through reading the best of children's literature.
   Experience charts and stories.



COMMUNICATION SKILLS THROUGH AUTHORSHIP
(Continued)

5. EVALUATION STRATEGY
On-site evaluation team.
Pre and post testing of children.
Student, teacher, parent, and administrator surveys.
Volitional reading of library and trade books with conferencing.

6. EVALUATION FINDINGS
Strong and enthusiastic support from students, teachers, parents and administrators.
Strong and enthusiastic support from professional authorities in the teaching of reading and language arts.
Significant gain scores in reading achievement in both pilot and first expansion year.
Favorable reaction from on-site visitations.
Significant increase of teacher knowledge of students.
Over 26,000 oral compositions produced by 1,200 students during the second expansion year.
Teacher affirmation that the degree and quality of creative writing improved.
Ninety percent of all second grade students able to read all they had dictated.

7. RECOMMEND
Continued funding.
Continued and expanded pre and in-service training (State and local).
Increased dissemination.
Continued refinement of objectives and teaching strategies.

* * *

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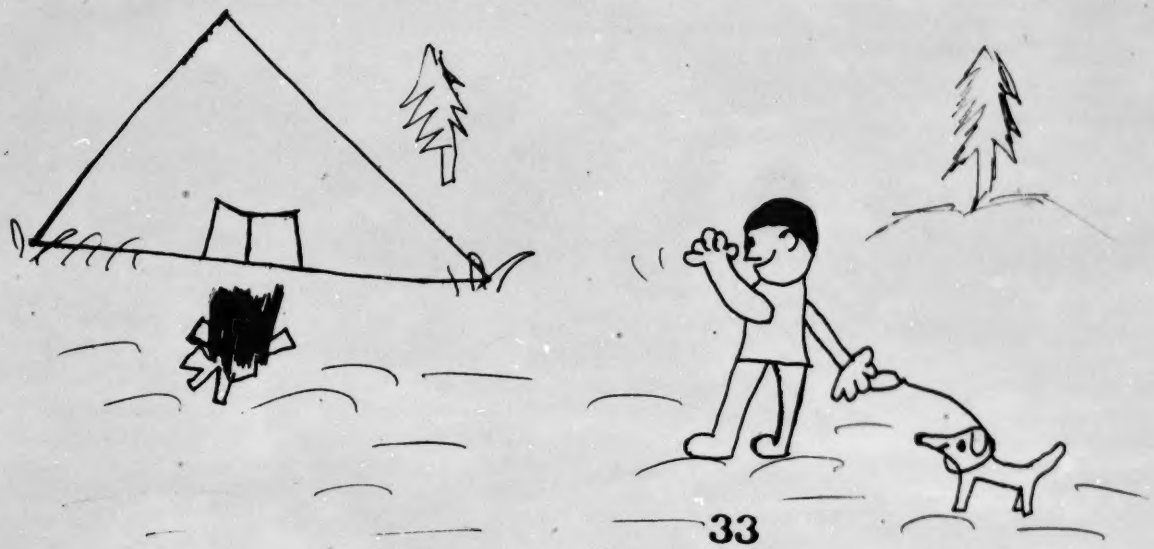
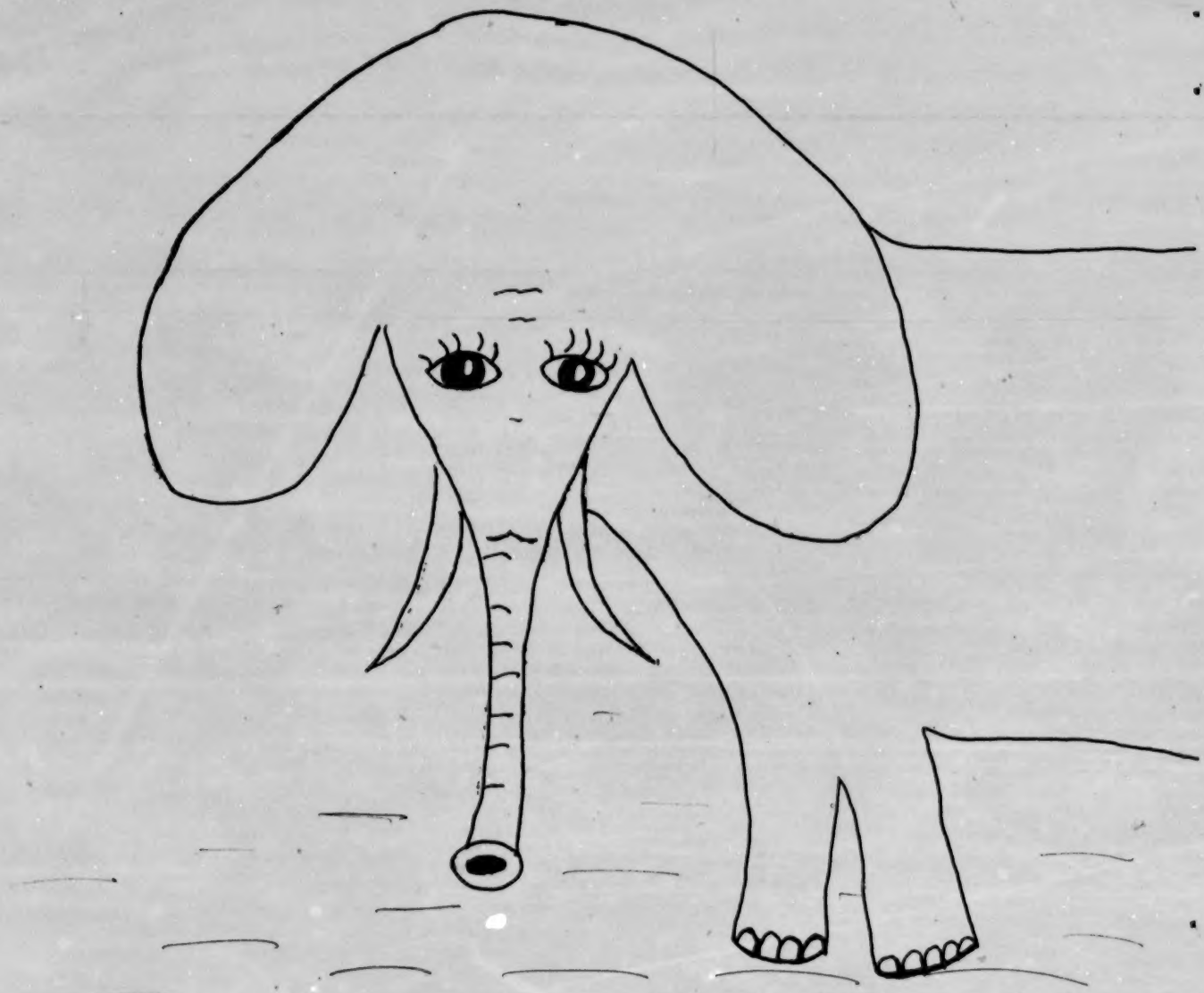
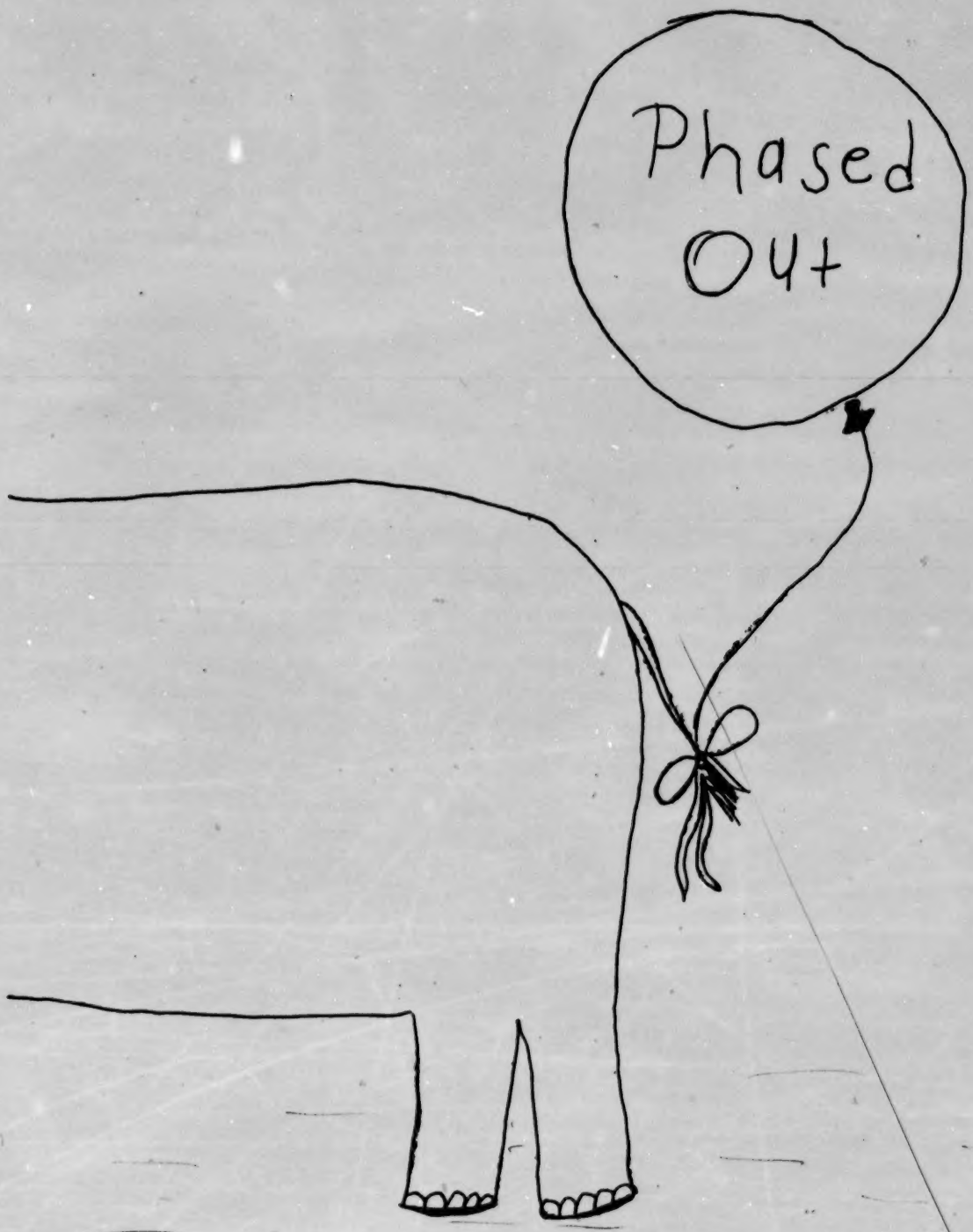
Dr. Andrew L. Smith, Superintendent

Planning	Developmental	Field Test	Dissemination	Phased Out
			X	






Phased
Out

NORTH IDAHO MUSIC ENRICHMENT PROJECT

Project #22-70-9-0

'71 Funding Level: $14,990
'72 Funding Level: 12,865
'73 Funding Level: 7,460

1. TARGET POPULATION
K-12 and adults - students in rural counties.

2. NEED BEING MET
This project will offer to students of ten cooperating school districts music enrichment activities performed at the school from the University of Idaho at various times throughout the year.

3. MAJOR OBJECTIVES
To conduct live classical music concerts utilizing at least 3 of the 5 following activities for presenting music enrichment.
(a) chamber opera group
(b) faculty woodwind quintet
(c) faculty string trio
(d) instrumental ensemble
(e) concert choir

4. ACTIVITIES TO ACHIEVE OBJECTIVES
Visit individual schools performing in the above areas.

5. EVALUATION STRATEGY
Use of pre and post testing and attitudinal questionnaires.

6. EVALUATION FINDINGS
High quality of performance.
The concept of the project is worthy of emulation.
Weakness in that not enough time allowed for administration.
Only 50% of the schools participated in 1971.
The concerts create a positive excitement in schools where performed.
Project continuity has been disrupted due to three directors in two years.

7. RECOMMEND
Hiring a director committed to the project with adequate time to direct it.
Strengthen dissemination and booking of performances in advance.
Provide advance materials for teachers (pre-performance) and follow-up questionnaires.
More involvement of advisory board in project activities.

* * *

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Phone: 882-3567
Dr. Marshall Keating, Superintendent

36

Planning	Developmental	Field Test	Dissemination	Phased Out 1973

POCATELLO COMMUNITY EDUCATIONAL GROWTH CENTER

Project #22-70-32-1

'70 Funding Level: $ 3,863
'71 Funding Level: 100,000
'72 Funding Level: 75,000

1. TARGET POPULATION
   All age groups, K-99, low income and other.

2. NEED BEING MET
   This project is one for all age groups, to provide community educational programs. A variety of community-focused services and activities will be operated by Title III funding in Pocatello schools. The focus will be to provide educational programs for pupils who are either dropouts or near-dropouts, or children uninvolved in school, according to reports of teachers and parents. This project will provide significant experiences in living and education to enhance the self-esteem, a sense of community, and prepare individuals of all ages for responsible citizenship participation.

3. MAJOR OBJECTIVES
   To extend the school after hours, weekends, and during the vacations, as a major program element.
   To provide the community with educational service for children and adults to study and learn.
   To provide a neighborhood community center utilizing neighborhood facilities.

4. ACTIVITIES TO ACHIEVE OBJECTIVES
   Utilization of schools to provide evening programs with assistance of other state and federal agencies (where citizens of all ages may take part in sports, physical fitness, arts and crafts, civic meetings, and other similar leisure time activities, vocational education programs, formation and meetings of a community council).

POCATELLO COMMUNITY EDUCATIONAL GROWTH CENTER
(Continued)

5. EVALUATION STRATEGY

To find out if significant experiences in living and education to enhance the self-esteem, a sense of community, and preparation of individuals of all ages for responsible citizenship has taken place.
Outside on-site team visit.
Internal evaluation.

6. EVALUATION FINDINGS

Shift in objectives from the original proposal.
Use of outside agencies to help in improved community services, and these reflect a positive attitude toward community education.
Director and staff of community center provide outstanding leadership.
75% of the participants in at least 20% of the educational accomplishments had demonstrated their mastery in at least one problem solving situation.
Community involvement has increased at an impressive level over 1971.
Lack of financial support for (centralized facilities HUD) did not allow for reaching objectives in assisting poverty level needs.
Local dissemination both quantity and quality has been outstanding.
A one (1) mill levy ($50,000) was passed to support Community Education after phase out.
Citizen involvement on community councils determining priorities has resulted in a solidarity of community schools support.
5,000 persons were using the community schools in FY '72.

* * *

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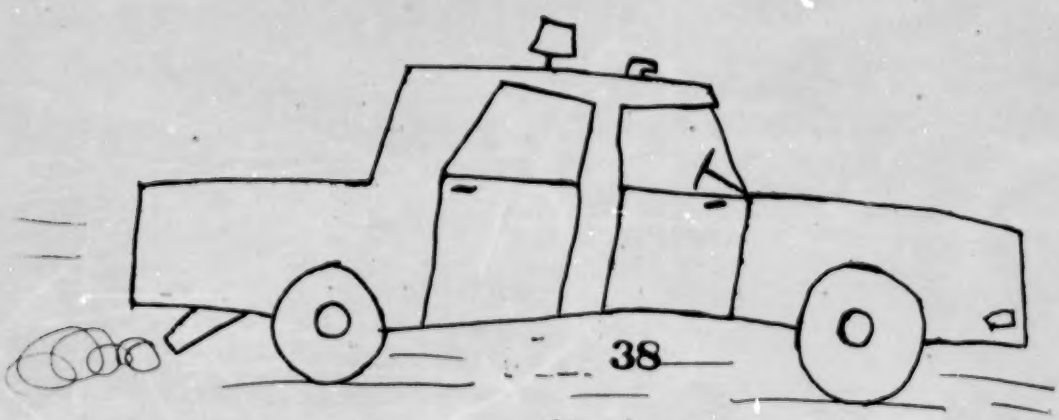
Rulon Ellis, Superintendent

Planning	Developmental	Field Test	Dissemination	Phased Out 1973



EDUCATIONAL CIRCUMFERENTIAL INFORMATION CENTER (ECIS)

Project #22-67-0458-7

'70 Funding Level: $116,154
'71 Funding Level: 113,680
'72 Funding Level: 120,650

1. TARGET POPULATION
   School districts of Idaho.

2. NEED BEING MET
   To provide computer assistance in the areas of finance, facilities, curriculum, staff and student accounting.
   To create a data bank to serve as a model for feasibility for a Statewide Educational Information System.

3. MAJOR OBJECTIVES
   To design and implement a functional project utilizing data processing.
   To collect and process selected items of staff, finance and pupil information.
   To demonstrate the possibility of an Idaho Statewide Educational Information system.
   To develop guidelines for the future adoption of an Idaho Information System.
   To develop a design for Staff System Accounting for the State Department of Education.

4. ACTIVITIES TO ACHIEVE OBJECTIVES
   Visits to Educational Information Center.
   Program development by State Department of Education staff and local school district.
   Selection of an advisory team of Idaho educators.
   Dissemination activities (conferences and workshops to inform Idaho educators).
   In-service training of district personnel.
   Use of Boise State College computer.

EDUCATIONAL CIRCUMFERENTIAL INFORMATION CENTER (ECIS)
(Continued)

5. EVALUATION STRATEGY

To modify program design to meet need of all schools with aid of a steering committee representing participation districts.

Outside evaluation performed on site to check accomplishment of objectives and make recommendations for program modification.

6. EVALUATION FINDINGS

A concise, clear and effective operation for the payroll and fiscal services program.

Project has a design for personnel accounting, class scheduling and grading.

A "total school informational system" design approach for all districts.

On-the-job counseling and inservice have given a positive image of ECIS.

Project is 'problem school oriented' rather than 'system oriented'.

High efficiency of program is noted from reports of 28 participating districts.

Pupil personnel accounting efforts are effective and usable.

Staff Systems Manual and reporting form secures uniform reporting and storage of information.

High moral of ECIS staff.

All basic objectives were met.

7. RECOMMEND

1972 Legislature provide State Funding and ECIS be a part of SDE.

Manuals of Staff Systems Accounting be disseminated.

8. CURRENT STATUS

Now being used as a data processing center by the State Department of Education for statistical reporting and personnel records, and 30 school districts in the state for payroll, grading, attendance records, and financial reporting.

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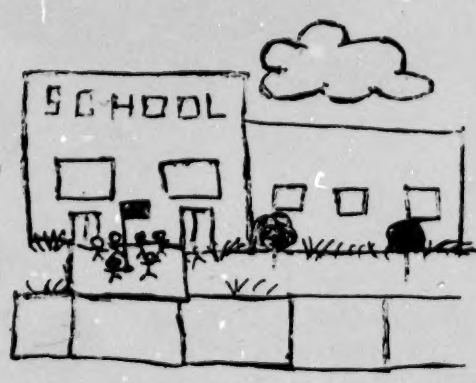

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40

Planning	Developmental	Field Test	Dissemination	Phased Out 1972

SNAKE RIVER CENTER (SRC)

Project #22-66-0162201

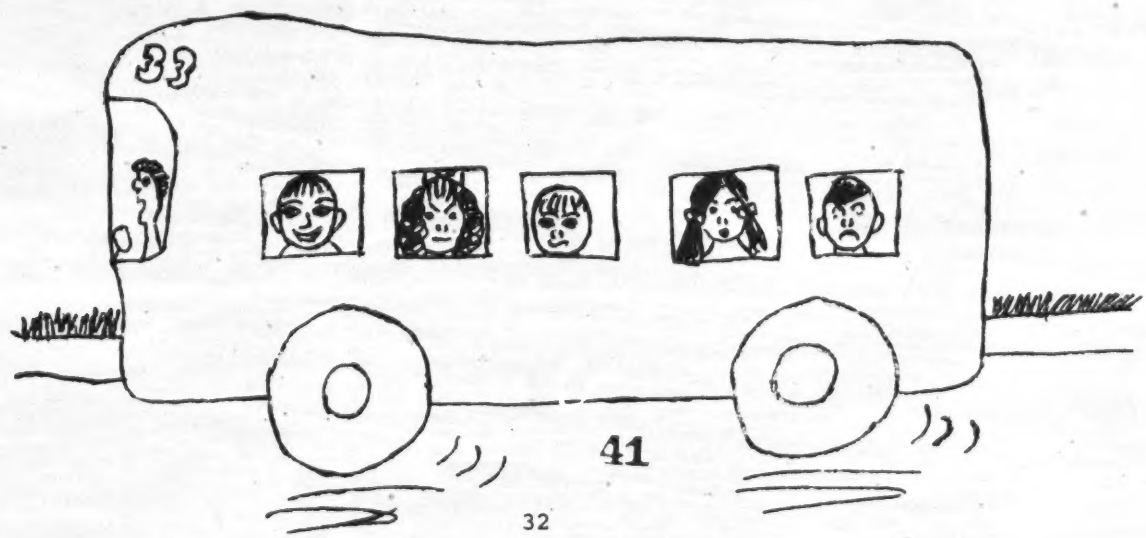
'70 Funding Level: $75,000
'71 Funding Level: 75,000
'72 Funding Level: 68,500

1. TARGET POPULATION
   Elementary and secondary teachers and students (multi-district).

2. NEED BEING MET
   Due to remoteness of schools in a rural area, lack of finances and need for consultative aid to teachers, a program was developed to provide reading services and operate from an educational center.

3. MAJOR OBJECTIVES
   To provide services not now available to children of Idaho's 6th and 7th districts.
   To provide consultative services and workshops to teachers in science, math and reading.
   To develop an awareness of the current trend in education, i.e., up-date educational procedures to meet the demands of a changing concept of education.
   To establish an exemplary educational center to serve as a model for other school areas.
   To act as a catalyst to induce awareness and change.

4. ACTIVITIES TO ACHIEVE OBJECTIVES
   Set up reading interest centers.
   Set up teacher workshops, extension classes, and in-service.
   Consultants visit and aid school districts in reading, science, and math.
   Demonstrate teaching techniques.
   Use of handouts, audio tapes, film strips, video tapes.
   Involvement of children in planning activities.
   Provide paperback books in many curricular areas (on loan from center to schools).
   Teachers can prepare materials at the center for use in their own school districts.
   Develop packets in curriculum areas science, reading and math.



SNAKE RIVER CENTER (SRC)
(Continued)

5. EVALUATION STRATEGY

Pre and post testing in reading.
Internal evaluation - surveys of teachers.
Outside team on-site evaluation.

6. EVALUATION FINDINGS

Staff not fully utilized - directional emphasis changed to reading.
Consultant work performed by the Snake River Center has had an observable and positive impact on teachers and school administrators in the area.
Materials made available and produced for teacher use are exemplary.
There is an increased awareness of the potential resources for instructional improvement.
Tutorial program which used older students, disadvantaged and special education students was beneficial and exemplary.
More people were given services of the center than in '71.
There is sufficient evidence to indicate that the regional center concept or intermediate district approach could have a vital impact on upgrading educational programs.
Future efforts of a regional center should consider attitude of area served and climate developed by leadership of patrons involved.
The main impact of the program has been at the elementary level.
One problem of implementation has been lack of understanding by teachers and administrators of real purpose of Title III.
A regional center cannot expect to obtain adequate funding from monies already received by local school districts.
A need is shown for centers to be funded at a State level.

* * *

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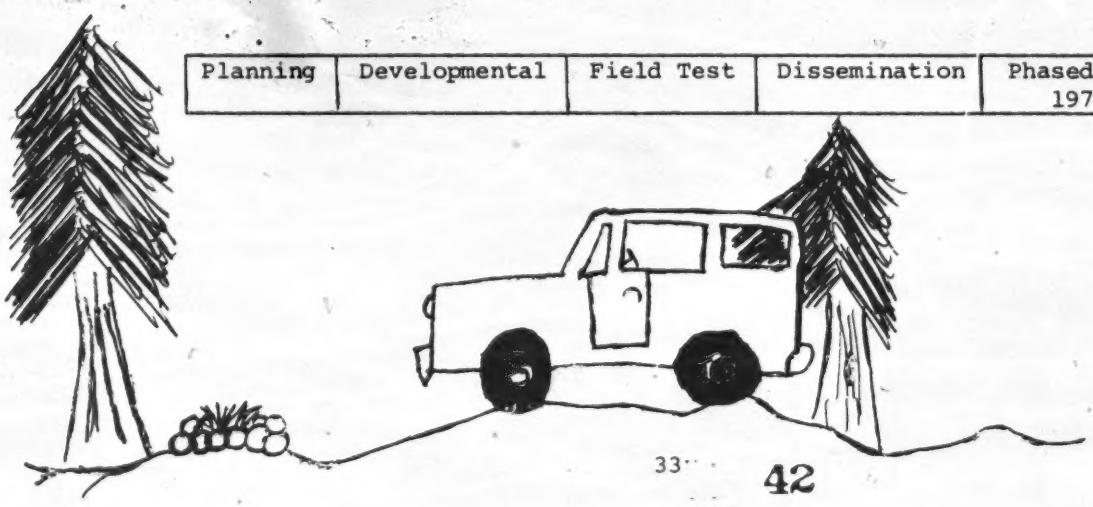
Planning	Developmental	Field Test	Dissemination	Phased Out 1972



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Art work contained in this publication is compliments of elementary students at Boise and Nampa, Idaho.